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ABSTRACT

This annotated bibliography lists 102 entries of selected educational materials in Pakistan covering the period January-March 1974. The materials are organized into 28 categories: Administration, Organization, and Financing of Education; Adult Education; Agricultural Education; Curriculum; Education Goals; Education Planning; Education Reforms; Elementary and Secondary Education; Extra-Curricular Activities; Higher Education; History of Education; Islamic Education; Libraries; Literacy; Medical Education; Literature for Children; Philosophy of Education; Psychology; Special Education; Students' Problems; Teacher Education; Teachers; Teaching Methods and Media; Technical Education; Textbooks; Women's Education; General; and a special section on Examinations. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An author index is included. (JR)

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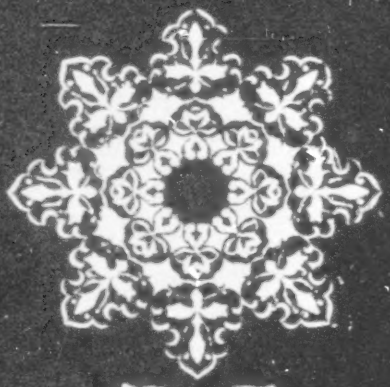

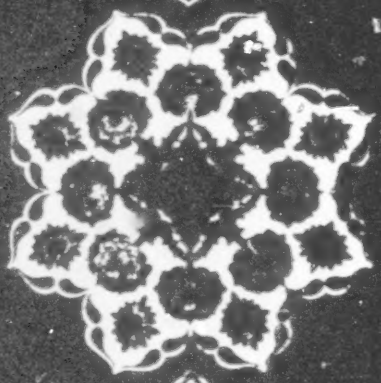

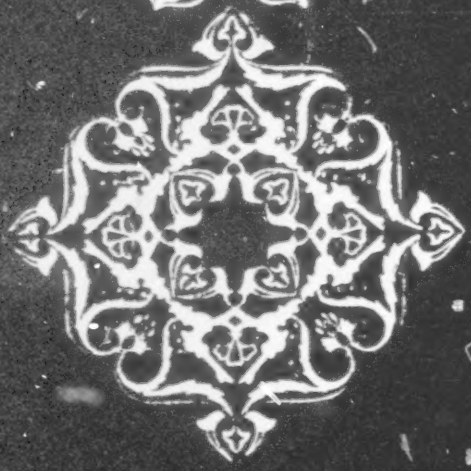

SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. VIII No. 1

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

IN PAKISTAN

Vol. 8 No. 1, 1974

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00002

C O N T E N T S

		Page
1.	Administration, Organization and Financing of Education ... , ...	1
2.	Adult Education	2
3.	Agricultural Education	3
4.	Curriculum	4
5.	Education Goals	6
6.	Education Planning	8
7.	Education Reforms	13
8.	Elementary and Secondary Education ...	14
9.	Extra-Curricular Activities	16
10.	Higher Education	16
11.	History of Education	19
12.	Islamic Education	22
13.	Libraries	22
14.	Literacy	23
15.	Medical Education	25
16.	Literature for Children	26
17.	Philosophy of Education	27

00004

CONTENTS (Continued)

		Page
18.	Psychology	32
19.	Special Education	36
20.	Students' Problems	36
21.	Teacher Education	37
22.	Teachers	38
23.	Teaching Methods and Media	40
24.	Technical Education	42
25.	Textbooks	43
26.	Women's Education	44
27.	General	45
28.	Examinations (Special Section)	46
29.	Writers' Index	454

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00005

ADMINISTRATION, ORGANIZATION FINANCING OF EDUCATION

1. Bureau of Education. Directory of Nationalized Institutions in Punjab --- Lahore, Bureau of Education, Government of Punjab. 80p. March, 1974.

The directory contains names of primary, middle and high schools, and colleges of the Punjab province nationalized subsequent to the promulgation of the New Education Policy of the government. It contains the names of all the institutions for boys and girls by district.

In all, 701 primary schools, 169 middle schools, 576 high schools, and 76 colleges have been nationalized. Nationalization has the maximum impact on high schools and minimum on primary schools, because only 2 per cent of the total number of primary schools have been nationalized as against 46 per cent of the total number of high schools. The impact of nationalization is mainly on the institutions located in urban areas. More than half a million students and more than eighteen thousand teachers have been benefited by the nationalization scheme.

2. KHAN, M.N. Disinterested Teachers --- Sun (Karachi) January 20, 1974.

There have been numerous complaints against the nationalized schools. The most common complaints relate to unauthorized collection of funds, irregular attendance of teachers, and their lack of interest in teaching. Nothing appears to have been done to improve the situation. These teachers usually take the plea that they are ill-paid. They are as always slack in their duties and unmindful of the harm they are doing to the society.

It is no more possible to take action against individual culprits whose ranks have grown stupendously. It is, therefore, suggested that concerted efforts should be made to root out this negligence. The education department may constitute a governing body for each school with parents as members and a chairman from the parents. To make the governing body effective, it should be allowed a free hand in such matters as the provision of funds for helping the students in need of books, for advancing money to teachers in distress, and for conducting extra classes for better results in exams. etc.

3. RAHIM, Farooq. Nationalized Schools --- Morning News (Karachi) February 28, 1974.

The nationalization of private schools has given some financial relief tc the poor and middle-class school-going children. But the standard of education has gone down. To stop further deterioration, the Government, in consultation with experts, should provide suitable school accommodation. Most of the schools are at preset housed in small, rented, residential buildings, and the children are huddled together on the floor in the so called class rooms, which have no light and fresh air.

If the present conditions are allowed to continue, the health and future growth of the children will suffer irreparably. Schools run in small houses should, therefore, be shifted to suitable buildings having necessary facilities.

4. SIDDIQUI, M.A. Mukeet. Seniority List --- Morning News (Karachi) March 27, 1974.

The seniority list of all Senior English Teacher (S.E.Ts.) of the nationalized Secondary schools of Karachi, prepared by the Directorate of School Education, has created wide-spread dis-satisfaction among the teaching community. As the promotion to the post of Head Masters depends on this list, the present incumbents are in no mood to revert to a lower rank. Hence the crisis.

In the past, the post of Head Master depended on the sweet will of the managements which always put their own commercial interests first. This practice had given rise to all sorts of corruption and mal-practices and pulled down education to its lowest standard. The threat posed by the Seniority list to the present holders of the posts of Head Masters has evoked angry response and protests from them.

ADULT EDUCATION

5. AHSAN, Syed Akhtar. Ta'aleem-e-Balighan Aur Hukoomat (Adult Literacy and Government) --- Nawai Waqt (Lahore) February 13, 1974(U).

In order to make the program of adult literacy a success, the Government of Punjab has assigned this job to "SEPAH-e-KHIDMAT" (Service Corps) formed on the pattern of Iran's SEPAH-e-DANISH (Literacy Corps). This program has to achieve fruitful results in Punjab where, according to the latest census, the number of illitereates is thirty million.

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Two methods are suggested to make adult literacy program a success: 1) Individual, 2) Collective. The individual method may be based on the principle of "Each one, teach one." This work should be assigned to the teachers and students of schools, colleges, and universities. If the campaign gets going, hundreds of thousand of illiterates can be taught to read and write in one year.

According to the collective method, the centers of adult literacy should be opened in every village, and mostly retired teachers may be appointed on good salary to perform this national service. A separate section should also be set up in the Education Department for this campaign. A fortnightly or monthly magazine should be published to cover all the activities of the centers

AGRICULTURAL EDUCATION

6. ALI, Asghar. Sanuvi Jamaton Mein Zaraee Ta'aleem (Agricultural Education in Secondary Classes) --- Sanuvi Ta'aleem (Lahore) 7(4): 15-24, March, 1974 (U).

Pakistan is basically an agricultural country, and more than 80 per cent of its population earns its livelihood from land. The entire economy of our country depends on agricultural development, which requires trained personnel at every stage. We have some provision for trained manpower at the higher level, but at the lower level the people have no access to agricultural education. Our farmer is still using the same old methods of cultivation that his ancestors used ages back.

Educationists and economists agree that secondary schools are the backbone of the economic structure of a country. Trained manpower is provided by secondary schools. It is therefore, the secondary schools that will provide us trained manpower for agricultural education in our country. There is a brief survey of the facilities available for agricultural education and an explanation of the causes why agricultural education is not popular in this country. At the end some suggestions have been given for the promotion of agricultural education in the secondary schools of the country.

7. CHANNA, Yar Mohammed. Tando Jam College --- Dawn (Karachi) January 23, 1974.

The agricultural College at Tando Jam has just celebrated its 30th anniversary. On the occasion of the Silver Jubilee of the college in October 1968, the authorities of the college had decided to raise its status to that of an agricultural university. But it is regretable that nothing has been done so far in this respect. The college has done a great service to the agriculturists. It has produced thousands of graduates in agriculture, and they have played an important role in the development of agriculture in Sind. It is hoped that the provincial government will be pleased to raise the status of the college to that of a university to better satisfy the needs of the students of the college, the agriculturists, and the public.

CURRICULUM

8. AHMAD, Jamil. Nisab Mein Tabdili (Change in Curriculum) --- Hurriyat (Karachi) February 11, 1974 (U).

It is a fact that the practical utility of our educational institutions is nil. After spending a good many years of his age, when a student bids farewell to the college, he finds himself unfit for any responsible job, because his knowledge is scanty. The situation will so remain as long as the present system of examination is not thoroughly changed. At the moment, students know it that nobody can stop them from passing the examinations.

So they do not think it worthwhile to pay any attention to textbooks. The best thing to do in the circumstances is to give the students utility-oriented training, that is, to drive home to him the practical utility of his study. It is a fact that a student cannot understand his subject unless he is trained practically. Guess papers and such other Guides are highly detrimental to the students and the teachers doing no service to their wards by producing such Guides.

9. HUSAIN, Syed Sajid. Nisab (Curriculum) --- In: Ta'aleem Aur Tariqe Tadrees, 203-302. Karachi, Kifayat Academy. December, 1973 (U).

The concept of curriculum is briefly defined, and mention is made of the old concept of curriculum and the modern concept

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of curriculum. The bases of curriculum include psychological base, sociological base, philosophical base, and theological base. The primary issues of curriculum planning are: 1) correlation with the philosophy of life; 2) individual differences; and 3) psychological needs of the child. The basic factors and issues in curriculum planning include social factors, economic growth, widening of scientific knowledge, fruits of modern research, national needs, and international demands. The principles of curriculum include: 1) care for individual values; 2) care for social values; 3) care for cultural values; 4) care for religious values; and 5) care for professional and practical values.

Characteristics of good curriculum briefly mentioned. A survey of primary and secondary school curriculum in Pakistan is presented in some detail.

10. NAJFI, Abdul Qadeer. Nisab-i-Ta'aleem Aur Qaumi Taqazey (Curriculum and National Aspirations) --- Mashriq (Karachi) January 20, 1974 (U).

Any curriculum that does not fulfil the social needs of students should be changed immediately. Good curriculum not only guards our cultural heritage, but also changes with the needs of the time. The framing of a good curriculum is a difficult job which only experts should undertake. Experts on the following subjects are most suitable for framing the curriculum: psychology, sociology, and philosophy. Any good curriculum should be able to create interest in the minds of the students and prepare them to face the problems of real life, such as, economic, social, and political with courage and determination. Emphasis on discipline should be given priority in the curriculum, because in many parts of the world, students have become undisciplined and educational institutions have become the arena of politics.

11. SIDDIQI, Marghoob. Talaba Aur Nisab-e-Ta'aleem (Students and Curriculum) --- Nawai Waqt (Lahore) January 28, 1974 (U).

The most unfortunate aspect of university education with us is that the syllabi prescribed there have no relation with the real life in our country. This education has failed to produce good citizens capable of leading a responsible

and respectable life. Occasional attempts made to reform and redraw the syllabi, yielded no results. The root cause of this failure was that the work of improving the syllabi for universities was always assigned to men who knew little of education and its importance in man's life. The result was that aimless and irrelevant education bred negligence and irresponsibility in students, and they soon found that the short cut to success was a university degree obtained with the least trouble. It is also a fact that none of us tried to go deep into the causes of the deterioration in the standard of education. It is the duty of our educational experts to probe into these cause and remove them.

12. ZUBAIR, Hamid J. Revised Syllabus --- Dawn (Karachi) January 29, 1974.

The change of English syllabus of B. Com. Part I by the University of Karachi has added to the difficulties of the students as new books for the revised syllabus are not yet available in the market. The students have already lost two and a half months of study because of the nonavailability of these textbooks. The authorities concerned are, therefore, requested to look into the matter and take necessary action.

It should be realized that frequent changes in syllabus have done harm to the students in the past. Particularly poor students are hit hard by this policy. They depend mostly on second-hand books, and changes in the syllabus add to their financial burdens. So, the needs of the poor students should be considered before changing the prescribed syllabi. The prices of new books should be fixed according to the purse of the poor students.

EDUCATION GOALS

13. HUSSAIN, Syed Sajid. Ta'aleem Aur Uskay Maqasid (Education and Its Aims) --- In: Ta'aleem Aur Tariqae Tadrees, 13-62. Karachi, Kifayat Academy. December, 1973 (U).

The definition of education depends on the philosophy of life accepted by an individual. Every thinker has defined education according to his way of looking at life. It is true that education cannot be defined independently of some

philosophicaloridiological theory. Various explanations of education given by different philosophers are presented. Then there is a discussion of old and new concepts of education. The Islamic concept of education in the light of the Holy Quran and Hadith is also presented.

Aims of education are determined through the pattern of life a nation follows. The philosophy of life of a nation is preserved and promoted through education. The aims of education presented by different philosphers are briefly discussed. The aims of education in the Islamic system of education are explained. There is a detailed discussion of the aims of education in Pakistan and of the various educational reforms and schemes.

14. MASUD, Khwaja. Towards a Better Education --- In: Main Currents of Contemporary Thought in Pakistan, 110-113. Karachi, Hamdard Academy. 1973.

Education has become the determining factor in the making or unmaking of nations. While laying down any education policy we must keep in mind three important phenomena of the present century: 1) explosion of knowledge; 2) explosion of technology and inventions, and 3) explosion of expectations. These three phenomena are breifly discussed.

In Pakistan too, great advances have been made in the field of education. There has been a six-fold increase in the number of universities and ten-fold increase in the expenditure on education. But, however, the rate of literacy has dropped. Basically, our educational system still produces government servants and clerks, best way of wiping out illiteracy from Pakistan is to involve every literate Pakistani in the fight against ignorance and to make our educational policy teacher-oriented and teacher-centered.

15. QADRI, M. Afzal Hussain. A Uniform System of Education for Muslims---Morning News (Karachi) February 25, 1974.

The realization of Islamic ideals in the practical life of a Muslim individual or the Islamic Society as a whole can be achieved only through the education. The foremost principle of education is that it should be harmonious, coordinated, and synthesized. It should be an accepted and agreed form of activity of the individual as well as the society and should conform to the idealistic interpretation

of human experience and heritage that has to be passed on from generation to generation.

The main task of the teacher of Islamic ideology is to purify and sublimate the actions, emotions, and ideas of the pupil. It is, therefore, essential that an education with Islamic living as its ideal should include broadbased subject-matter of knowledge and should be reinforced by special training for the pursuit and acquisition of wisdom and broader outlook.

16. TEBBE, R. F. Education and National Development --- In: Main Currents of Contemporary Thought in Pakistan, 100-110. Karachi, Hamdard Academy. 1973.

Education may profitably be viewed as an important area in development and planning. National development does not merely depend on natural resources. Education plays a very important role in national development. There is a correlation between educational investment and the rate of growth of the national income.

To insure the maximum contribution of education in national development a number of measures would be necessary. Education should be planned. The writer discusses in some detail what he means by planning in education. Following this planning, there must be the realization that education has many streams which should be carefully channeled to meet the various demands of society. Care should be taken to avoid wastage, which is so common in this field. Some attention must also be paid to the technology of education.

EDUCATION PLANNING

17. BHATTI, N.A. Hamaray Talibilm Aur Hamaray Faraiz (Our Students and Our Duties) --- Nawai Waqt (Lahore) January 20, 1974.

It has been observed that the students belonging to rural areas are not given the same privileges and facilities as are provided to the students of urban areas. The result is that very few students of rural areas are attracted to sports and other extra-curricular activities. This

discrimination must end. As 80 per cent of our population consists of agriculturists, more attention should be paid to agricultural education. Dependence on English should gradually be eliminated. There are countries in the world where all scientific education is imparted through mother tongue. Important books of science in English should be rendered in Urdu and other regional languages.

Equal opportunities of education should be provided to poor students. More emphasis should be laid on our own Islamic History, Islamiat, and science. The present system of examinations should be changed. Third divisioners should not be admitted to higher classes.

18. CHOWDHURY, Sultan Ahmed. Ta'aleem Aur Ijtma'i Taraqqi (Education and Collective Development) Nawai Waqt (Lahore) March 11, 1974 (U).

The present government has demonstrated the same spirit and eneavour in the field of education as in other fields of public life. The Government has done a great job by nationalizing all private institutions. Free education up to Matric has come as a boon to the poor. It is true that investment in education brings no return to the government, but no country can hope to develop in modern times without educating its masses. Although the Government is concious of the importance of engineers, technologists, and scientists, it should do something more than what it is doing at present to encourage them. More institutions for engineering, science, and technology should be established, and more employment opportunities should also be provided to engineers, technicians and scientists.

19. GHORI, Zebun Nisa. Are Students Mere Consumers --- Morning News(Karachi) January 25, 1974.

Perhaps one great reason why our students are either so indifferent or so confused regarding the issues of nation building is that we, the older generation, have failed to make them realize their exact and essential relationship with national causes. There are among us some well-informed and educated people who doubt the value of education in terms of returns. They, therefore, treat both education and students as mere 'consumers' and not as 'producers'.

The developed as well as the developing nations of today can hardly afford to treat education and students lightly. Education produces not only skilled personnel and professional leadership, but also creates individuals with certain dependable moral and social norms. These individuals, in turn, become the builders of the nation.

Under the Education Policy of the present government, the students are closely associated not only with the affairs of their respective academic institutions, but also with those of the wider world. In modern times, students from schools, colleges, and universities can help in the task of national reconstruction by joining Literacy Corps, Adult Education Scheme, Agriculture and Population Education, and Military Services.

20. HAMID, Shaikh Abdul. Educational Problems of Mid-Twentieth Century --- In: Main Currents of Contemporary Thought in Pakistan, 447-485. Karachi, Hamdard Academy, 1973.

We have a host of educational problems on our hands. These problems relate to students, teachers, books and courses, subjects, libraries, laboratories, educational buildings, examinations, and the administrative departments of education. Most of these problems are not different from those of the other countries in the world.

The main problem of education today is to evolve a system that would keep us abreast of the modern advances in the field of knowledge. Old methods of education have to be drastically changed for this purpose.

The next important problem is the extent of participation of the students and teachers in the formation of educational policies and in the administration of educational institutions. Apart from these common fundamental problems, Pakistan has some problems of its own that are somewhat different from those of the other countries. The writer discusses these problems at some length.

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21. HASAN, Syed Masood. Talaba Aur Unki Ta'aleem (Students and Their Education) --- Nawai Waqt (Lahore) January 4, 1974 (U).

The negative attitude that our students have developed toward life in general and toward learning in particular is largely due to the syllabi taught in our schools. English even now remains a compulsory subject as of old on the plea that it is an international language.

If the government seriously wants to raise the standard of teaching, English should be made an optional subject without further delay. Regional languages should be declared as compulsory or elective both in provincial colleges and the universities. Political Science should also be made compulsory after Matric for the students of Humanities Group.

22. KARDAR, A.H. Education and Social Change --- Pakistan Times (Lahore) March 4, 1974.

The pivotal role of education as an instrument of social change is well-established, and the place of education in planning for a progressive society has been accorded due recognition by the government. Our government is anxious that we should take the first step and ensure for every talented child equality of opportunity for receiving education.

The Provincial Education Department proposes to take the following steps: a) Alongwith the Central Government, it has increased the number of scholarships and their value. b) It proposes to introduce a system of scholarships awarded on merit from the primary school onward to attract talent. c) The school-staff is to be encouraged to identify, after survey in their villages, bright boys who, on account of poverty or indifference of their parents, have not joined the schools. d) A new system is to be devised to scout for talent among the children in villages that have no primary schools.

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23. KHAN, Rahim Bakhsh. Hamaray Ta'aleemi Masail (Our Education Problems) --- Nawai Waqt (Lahore) January 2, 1974 (U).

The hard fact is that the standard of education in our country is deteriorating from day to day. It is difficult even to find a graduate who can correctly write a brief application in Urdu or English. The reasons are: 1) excessive number of students in a class; 2) indifference among students toward their books; 3) lack of interest among the teachers; 4) preoccupation of parents.

The most important reason, however, is the change of syllabus in elementary classes. According to the new syllabus, students of elementary classes are supposed to read science, social studies, and theology. This is too much for a student of class I. The introduction of these subjects have played havoc with primary education. The result is that the standard has fallen sharply, and the teachers have lost all interest in their profession which has become a vain pursuit.

24. MANSOORI, Mujahid. Hamaray Ta'aleemi Masail (Our Educational Problems) --- Nawai Waqt (Lahore) January 12, 1974 (U).

We should adapt our educational needs and methods to the changing economic and political conditions. All the educational commisions that were set up and the researches that were made in the past have not served our needs. They have neither fulfilled our ideological aspiration nor led us on the path of economic development. A mere multiplication of the universities, colleges, and schools, is not education.

What is needed now is to revolutionize the present system of education on modern scientific lines. Particularly the present systems of examinations and syllabus need thorough revision. The present system of examinations has become outdated and would yield no positive results. Most of the students get through the examinations by memorizing their lessons. This provides no sure test of their mental capabilities.

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25. MUNEMUDDIN, Miss. Ta'aleemi Moa'ar Ki Pasti Ki Wajah (Cause for Low Educational Standard) --- Akhbar-e-Khawateen(Karachi) 12-18 January, 1974 (U).

Primary education in our country is extremely defective. In Europe, they have no prescribed syllabus for Primary Schools. The pupils there are mentally prepared and motivated for regular teaching. The existing college education in our country is also defective, because it comprises lengthy and loaded syllabi.

The intorudction of a separate syllabus for female students is necessary. For male students, emphasis should be given to agriculture, ours is basically an agricultural country. The system of examination also needs a thorough change, because the existing system has failed to raise the standard of education. The method of Objective Test which is, prevalent in western countries, should be adopted here. These are some of the suggestions which, if adopted, might help raise the standard of education in our institutions.

EDUCATION REFORMS

26. HYDER, Mustafa. Educational System --- Dawn (Karachi) March 26, 1974.

Pakistan inherited an educational system that was antiquated. It was designed to cater for only two classes. The ordinary schools produced the Babus with complex mentality. Other institutions that were run on the lines of a public school served a social elite who took pride in imitating the Oxford accent of their masters. Their only distinction was their unimpeachable loyalty to their rulers. According to a recent press report, the Government has dropped the names of prestigious educational institutions from the list of nationalized institutions out of fear that the educational standard of the country might further deteriorates.

The educational institutions of today, must resolve the difficulties of the ordinary student confounded by the outmoded system and the reality of the world around him.

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27. SAHAFI, Khalil. Ta'aleem, Talibilm Aur Moallim (Education, Student and Teacher) --- Imroz (Lahore) March 17, 1974 (U).

There are many causes of the deterioration of education. Examinations have proved ineffective in improving the standard of education because fifty per cent of the students habitually resort to unfair means in examination halls, thirty per cent get through with the help of recommendation, and the remaining twenty per cent pass by memorizing the syllabus.

There are some fundamental defects in the present system of education. We lack homogenity and uniformity in our education. We still cling to the concept of education that we inherited from our foreign rulers. We have a section in our society which is serious only about religious education. Another section benefits from both Urdu and English. A third section goes only to the Missionary institutions. They have not only a separate syllabus, but also a different mode of thinking. What is now needed is a close relationship between the teacher and the student.

ELEMENTARY AND SECONDARY EDUCATION

28. IQBAL, Shaheen. Ibtedai Madarij Mein Meari Ta'aleem Ki Ahmiyat (Importance of Standard Education at Elementary Stages) --- Hurriyat (Karachi) February 9, 1974 (U).

Although some steps have been taken to improve higher educational institutions, no attention has so far been paid to better the conditions of schools and madrassahs. The majority of students find themselves unsettled when they enter the colleges and universities. The administration of schools and madrassahs lies in the hands of those who are not well educated and know little of education. Unless students are taught in the early stages to adapt themselves with the changing world, they cannot live a successful life.

Madrassah and school students can be prepared for the struggle for life by three methods: 1) by adding to their personal experience through education; 2) by helping them

00019

to take part in various social, economic, and political activities through education; and 3) by creating a direct coordination and harmony between their day-to-day life and education.

29. KHALID, (Mrs.) Tanvir. Elementary Education --- In: Education - An Introduction to Educational Philosophy and History, 166-169. Karachi, National Book Foundation. 1974.

Elementary education consists of classes from first to eight. In every country the number of people who attend the elementary stage is the highest. The Commission on National Education, 1959, recommended that elementary education be imparted free to all. Fortunately, the new government has now (1972) made elementary education free.

The objectives of elementary education as recommended by the Education Commission, 1959, are listed, and the New Education Policy, 1972, has been explained. It is pointed out that the present curricula of elementary education do not fit in with the objectives of new education. It is not sufficient for the government to make elementary education free. It should also provide suitable curriculum, textbooks, teaching materials and audio-visual aids, and good trained teachers.

30. KHALID, (Mrs.) Tanvir. Secondary and Intermediate Education --- In: Education-An Introduction to Educational Philosophy and History, 170-180. Karachi, National Book Foundation. 1974.

Secondary and higher secondary stages are very important in the ladder of education. This is a stage that caters to the pupils who will go in for a variety of careers and who have a variety of talents. It is also the stage where the quality of the future university students is determined. At present, only 8 per cent of the youth at these stages go to secondary schools and intermediate colleges. Now that secondary education has become free, it is expected that there will be a notable increase in the percentage of students going to higher stages.

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The objectives of secondary and intermediate education include: 1) development of the individual, 2) development of citizen, 3) development of the worker, and 4) development of the patriot. There is a brief discussion on how these objectives are to be achieved. Some mention is also made of the administrative arrangements for secondary and intermediate education, including activities of the boards of intermediate and secondary education.

EXTRA-CURRICULAR ACTIVITIES

31. MAJEED, Raja Abdul. Ham Nisabi Mashaghil (Co-Curricular Activities) --- Ta'aleem-o-Tadress (Lahore) 7(2): 23-27. January, 1974 (U).

Till recently co-curricular activities were called extra-curricular activities, and education was confined only to the classroom and textbooks. But now education includes all the activities of students both in school and outside school. It is an accepted fact that co-curricular activities are as important as curricular activities. Curricular activities develop the mind of the child and co-curricular activities help develop his character. In the overall development of the personality of the child, co-curricular activities play a very important role.

The advantages of co-curricular activities are briefly mentioned: 1) fulfilment of natural instincts; 2) training in social life; 3) building up of character; 4) training in leadership; 5) making of good citizen; 6) development of individual interests; 7) proper use of leisure; 8) help in vocation selection; 9) training in democracy; 10) close cooperation between the teachers and the students; 11) provision of relaxation; and 12) school administration.

HIGHER EDUCATION

32. HUSAIN, Mahmud. V.C. Calls Upon Youth to Develop Moral Aspects of Life --- University Gazette (Karachi) V(5-7): 5-8. 1973.

This is the address of the Vice-Chancellor on the occasion of the Karachi University convocation. The Vice-Chancellor welcomed the repeal of the University Ordinance of 1963 and

its replacement by a new Ordinance and finally by the University Act. The history of the repeal of the University Ordinance is briefly traced. The implementation of the new University Act is going on with great speed. The new changes are in keeping with the latest developments that have taken place in the educational field in Western countries.

A brief report of the activities of the University of Karachi details the development in the various branches of knowledge and the general expansion in teaching and research facilities. The problems facing the University and its financial difficulties are also dealtwith.

33. KARDAR, A.H. Evaluation of Institutions of Higher Learning --- Pakistan Times (Lahore) March 31, 1974.

During the last 30 years, there have been numerous outbreaks of student unrest, strikes, demonstration, etc. for various causes and on various pretexts. Our universities suffer from one serious drawback. They are all affiliating universities and so cannot produce a particular stamp. In developed countries there are numerous universities and institutions of higher learning with great reputation and specialized particular fields. Yet there are many others which are no better than our own third-rate colleges. Unless we can develop a few unitary universities which have a stamp of their own, we should not be unduly alarmed by the general poor standard of our university product. One of the proposed methods of reforming the existing system is to substitute the external examination by a semester system of internal and continuous evaluation by the teacher.

34. KHALID, (Mrs.) Tanvir. Higher Education --- In: Education-An Introduction to Educational Philosophy and History, 181-216. Karachi National Book Foundation. 1974.

Higher education is a form of education meant for the advanced training of students who have had at least twelve years of previous schooling. Within higher education there are three stages of scholarly activity, namely, undergraduate study, post-graduate study, and advanced post-graduate study.

00022

The subject of higher study is discussed in some detail under the headings: 1) aims, 2) courses of studies, 3) affilated colleges and the Directorate of College Education, 4) university authorities, 5) powers of university, 6) faculties, 7) courses of study, 8) teaching departments, 9) dean, 10) examination, 11) research, 12) teachers, 13) methods of teaching, 14) organization, 15) chancellor, pro-chancellor, vice-chancellor, registrar, treasurer, senate, syndicate and academic council, 16) boards of studies, 17) advanced studies and research boards, 18) selection boards, and 19) finance and planning committee, affiliation committee and discipline committee.

35. KHURSHEED, Abdus Salam. Open University (Open University) --- Mashriq (Karachi) March 6, 1974 (U).

The Open University in Islamabad will be established this year and will soon start functioning. The conception of Open University is quite new in our country. In order to make it a success, no personnel from other universities should be employed here, as other wise the administration of the new institution would founder on red-tapism. The greatest advantage of the Open University is that all persons living in the far-flung areas of the country would be able to benefit from it without migrating to cities and incurring heavy expenditure on education.

The institution of Open University has achieved remarkable success in the United States and Britain. If properly planned and implemented, it would similarly prove a success in Pakistan. It is hoped that in various subjects, the standard of education in the Open University will surpass the standard in other universities.

36. QURESHI, Mohammed Arshad. Varsity Affairs --- Pakistan Times (Lahore) February 9, 1974.

It is unfortunate that the voice of the teaching community of the Punjab University remains unheard even in the present democratic set up. The teaching community in the Punjab University is plagued by two problems that need immediate attention. They have been denied the national pay-scales

00023

and the housing subsidy. Each teacher of the Engineering University located in the same city gets a housing subsidy equivalent to 22½% of his salary and of the Islamabad University gets 50% of his slary. All universities of the country, excepting the Punjab University, provide teachers with houses or give them housing subsidies. It is time that the Punjab University does the same.

The second demand is that all existing teachers be given the grade of assistant professors. In June 1970, when a revision of pay-scales was carried out, the scales of only 50% of the teachers of the Punjab University were raised, but the remaining 50% were denied this benefit. No arguments can justify this step, and the injustice must be rectified if the Punjab University is to be saved from brain-drain and decay.

HISTORY OF EDUCATION

37. KHALID, (Mrs.) Tanvir. Education System of Pakistan --- A Brief Historical Background --- In: Education - An Introduction to Educational Philosophy and History, 161-165. Karachi. National Book Foundation. 1974.

The education system of Pakistan has its roots in the educational history of the sub-contintent. In 1947 Pakistan came into being after a long and hard political struggle. The educational system given by the British Government needed to be replaced by a new system that could meet the ideals and aspirations of the Muslims. New education policies were drawn, but the aims and objects of such a system could not be defined even 25 years after the independence.

Reorientation and reorganization of our educational system is essential to meet the needs of the time. In spite of all the new education policies framed by the government, our educational system remains academic and bookish. This has led to increasing unemployment and the shortage of technical and professional manpower. Some mention is made of the reasons of the present backwardness of education. The New Education Policy of 1972 is appreciated as a timely step in the right direction.

00024

38. KHALID, (Mrs.) Tanvir. Greek Education: the Liberal Trends --- In: Education - An Introduction to Educational Philosophy and History, 23-38. Karachi, National Book Foundation. 1974.

The chief feature of oriental education was the attempt to preserve and perpetuate the past by the suppression of individuality. In contrast to this, Greek education provided for the first time in the history of education, some scope for the development of individuality. Greek education can be divided into two periods, the old and the new Greek periods. The old Greek period, which ends with the Age of Pericles, gives place to the new Greek period.

The writer discusses old Greek education under the headings: 1) Homeric period and Historic period; 2) Spartan education; 3) organization of Athenian education; and 4) the content of Athenian education and method of teaching. The new Greek education is discussed under the heading 'Influence of transitional forces upon education'. At the end educational achievements of the Greeks are briefly described.

39. KHALID, (Mrs.) Tanvir. Muslim Education-Perspective --- In: Education-An Introduction to Educational Philosophy and History, 63-75. Karachi, National Book Foundation. 1974.

In Islam acquisition of knowledge is obligatory upon Muslims, both male and female. After Hijrat the first mosque, "Masjid-e-Nabvi," became the first 'madrasa' of the Muslims where arrangements were made for the propagation of knowledge. Reading and writing was encouraged by all the four Caliphs. Muslim women also moved freely in public and attended lectures in those days.

In Muslim history the Abbaside reign is noted for prosperity, grandeur and the spread of knowledge of arts and sciences. Learned and wise men came from all parts of the world to the Muslim capital of Bagdad and received great patronage. Numerous educational institutions sprang up in Bagdad and in other provincial towns. The Fatimides were also great patrons of learning. Brief mention is made of educational efforts in the sub-continent under the Muslim Kingdoms and the Mughal Empire.

00025

40. KHALID, (Mrs.) Tanvir. Sir Syed Ahmed Khan-Aligarh Movement --- In: Education-An Introduction to Educational Philosophy and History, 139-150. Karachi, National Book Foundation. 1974.

The [illegible] life of Sir Syed Ahmed Khan is briefly traced, and comments are made on the contemporary social and political conditions of the Muslims. Basically a reformer, Sir Syed took education as an instrument for reforming his nation. He believed in the dynamic and progressive functions of education. Sir Syed considered Western education necessary for the social change and progress of his people. To him, education meant the welfare of both the individual and the society.

Sir Syed attempted the **renaissance** of Muslims through proper education capable of serving the needs of the time. The founding of Aligarh University was the fulfilment of his desire to provide modern education to the nation. The Aligarh movement gave birth to two other educational movements, namely, Darul-Uloom Nadvatul-Ulema and the Jamia Millia Islamia. These two educational movements are briefly discussed.

41. NAWAZ, Choudhry Mohammed. Rumi Nizam-e-Ta'aleem Ka Sarsari Jaiza (Brief Account of Roman Education System) --- Ta'aleem-o-Tadrees (Lahore) 7(2): 34-37. January, 1974 (U).

Roman civilization left a deep mark on a large part of the ancient world. The Roman system of education operated for more than five hundred years of history, and so it is difficult now to say anything definite about this system. The positive contribution of the Roman civilization is the preservation of Helenic culture. This preservation was mainly done by Roman schools. Unfortunately, Roman education could not maintain the earlier standard of education. The institution of family education, which was a good feature of the earlier period, was neglected later on, and the textbook and the teacher took its place.

The writer mentions various educational institutions of the Roman age, and shows how they worked. It is pointed out that the Romans could not provide worthwhile education to their children. Grammer schools are specially criticized for their failure to impart education aimed at character building. The neglect of moral education led to the decline of the Roman Empire.

00026

ISLAMIC EDUCATION

42. KHALID, (Mrs.) Tanvir. Religious Foundation --- In: Education - An Introduction of Educational Philosophy and History, 225-233. Karachi, National Book Foundation. 1974.

The meaning of religion is explained and the history of religious education is traced right from the Greek period to the modern times. The importance of religious education is also discussed.

Religious education has special significance in Pakistan because it was the force of religious ideology that created Pakistan in 1947. Islamic ideology provided the inspiration for the demand of Pakistan.

In Islam, religion does not merely consist of a few religious rites and rituals. It is a complete system with a comprehensive code of life, which provides guidance to man in all walks of life. It is for this reason that the educational system evolved in Pakistan has for its object the preservation of the ideals that led to the creation of this state. The writer has briefly discussed the Islamic ideology as an aim of education in Pakistan. Recommendations of the Commission on National Education, 1959, about religious education in the country are given at the end.

LIBRARIES

43. KALIM, M. Siddiq. Libraries and Learning --- Pakistan Times (Lahore) March 3, 1974.

Most of the cities have a public library or two. But what is needed is to create a network of libraries which should cater to the needs of the citizen at every level. These libraries should serve to strengthen education at the basic level and provide the ordinary citizen with the reading material he needs.

00027

The Central Library of a city should be a real center of learning in that it should cater to all types and levels of readers. A university library should provide the readers not only all kinds of books and journals but also research facilities.

We have to organize our college and particularly university libraries, on the pattern of the libraries of the advanced countries. It is only fair that the librarians should also play their proper part in national life by making their libraries a place of welcome and deep academic involvement.

44. SAJID, Mohammad Sajjad. College Kay Kutub Khaney (College Libraries) --- Hurriyat (Karachi) January 31, 1974 (U).

Before the nationalization of private colleges, the condition of libraries in these institutions was deplorable. Untrained people were in charge of these libraries. Now that the government has turned its attention to the improvement of these libraries, it is hoped that the conditions would improve. As the government have announced its plan to set up fifty thousand libraries and to run the college libraries on proper lines, the paucity of books in these libraries would, atleast, come to an end. College libraries at present contain books that are mostly useless for the students. Not only efforts should be directed to promote this program, but also the post of a librarian should be made equivalent in pay and rank to that of a college teacher. According to the new educational policy, the librarians would also be promoted to the posts of assistant professors and professors if they are qualified. It is hoped that the government would stick to this policy.

LITERACY

45. HASHMI, Khalid Mahmud. Char Karor Nakhwanda Afrad (Forty Million Illiterates) --- Imroz (Lahore) March 18, 1974 (U).

Pakistan is one of those countries in the world which have the highest ratio of illiteracy in the world. In 1961, the percentage of literacy in Pakistan was 19. According to the educational report for last year, there are forty million illiterates in the country. This number goes on multiplying every year. It is, therefore, feared that in a matter of years the

00028

ratio of literacy will go down enormously. Only 8 per cent students belonging to Humanities Group of Intermediate take admission in Intermediate Colleges. Thus 98 per cent of them cannot see a Degree College.

It has been announced that a comprehensive plan will soon be launched in every village to wipe out illiteracy from the country. For this purpose literacy centers will be opened in schools, factories, union councils, and other suitable places in the country, and all media will be utilized to educate the illiterates. This is all for the good, but what is needed is sincereity of purpose and concerted efforts for achieving this objective. Unless we work the plan as a campaign and movement, the overall results would be meager.

46. NAJFI, Abdul Qadeer. Mulk Ki Khush-hali Aur Khwandgi (Country's Prosperity and Literacy) --- Mashriq (Karachi) March 14, 1974 (U).

We cannot ignore the importance of literacy in any development plans we dovise to improve the economic conditions of the overwhelming majority of our backward and illiterate masses. Realizing this importance, the present Government have framed the new education policy by making the program of compulsory and adult education the first objective. The vast reservoir of manpower at our disposal cannot be exploited without education. Most of the evils in our society are the result of illiteracy and ignorance. To fight these evils, one has to be educated. All the developed countries and some of the developing countries of the world first began their fight against illiteracy.

The ratio of literacy in Pakistan is very low. The tragedy is that even 27 years after independence, the ratio could not be improved. If the campaign of adult literacy is conducted enthusiastically and methodically, the desired results can be achieved. We have to make the campaign a success because on it depend the progress and prosperity of our country.

00029

MEDICAL EDUCATION

47. ABDI, Narjis Fatima. This Is Sheer Injustice --- Daily News (Karachi) January 10, 1974.

In the examination held by the Board of Education, Karachi, during 1973, 321 male students and 320 female students secured First Division. In Dow Medical College, male and female students were admitted in the ratio of 3:1 with the result that boys who secured up to 62 per cent marks got admission, while the female students with fewer than 65 per cent marks were deprived of admission. As the ratio of male and female students is almost equal, seats in the First Year M.B.S.S. should have been distributed among the boys and girls in equal proportion. Male students approach the authorities and get their demands satisfied, while the rights of female students are overlooked. This is sheer injustice which should be redressed as early as possible.

48. AFFENDI, Nadir Husain. Medical Education --- Dawn(Karachi) March 28, 1974.

The decision of the Sind Government to open a Girls' Medical College in Nawabshah is yet another example of this government's efforts to provide medical facilities to the rich and poor alike in this province. The need for such a college was being felt for a long time.

But unfortunately, we see a steady deterioration in the standard of education in medical colleges, particularly in the Dow Medical College and the Liaquat Medical College, both of which have become more political than medical institutions. Annual examinations are held in both medical colleges, but the way in which these examinations are conducted is simply shocking. The atmosphere in the examination halls is anything but academic, and the examiners have the license to copy down their answersfrom the books or notes and hold free discussion among themselves without any fear of the invegilators. They even seek the assistance of the invegilators if they like.

49. SHAH, Syed Sher. Medical Talib-Ilmon Kay Masa'il(Problems of the Medical Students) --- Jang(Karachi) January 1, 1974(U).

At present, Medical Colleges in Sind are suffering from a dearth of teachers. Some years ago, when the number of the students of Dow Medical College was 225, the number of Demonstrators in Anatomy and in Physiology was 9 and 8 respectively. But now when the number of students has increased to 340, the number of Demonstrators in both the departments is only 4 and 5 respectively. The Government says that the Demonstrators are not available. This problem can be solved if the government provides more facilities to the Doctors working in medical colleges.

The problem of non-availability of books has become very serious. Some time ago the books printed by the National Book Foundation were at low prices. If the Government prints the books under its supervision in consultation with teachers of Medical Colleges, the problem can be solved easily. These are the two main problems which should be solved as early as possible.

LITERATURE FOR CHILDREN:

50. ADEEB, Mirza. Bachchon Ka Adab (Children's Literature) --- Kitab (Lahore) 6(8): 33-35. March, 1974 (U).

A child does not know his own good and bad. He needs a man who could tell him what is what. When a child gets hold of a book and reads it, the contents leave some impression on his mind for good or bad. The elders, therefore, have a responsibility to see to it that only good stuff falls into the hands of the children.

What we should give the children to read is an important question. Age factor is to be considered while suggesting some reading material for children. A child is not so much dead matter. He grows physically and mentally, and his reading requirements change. It is briefly discussed what type of literature should be provided to children, especially in the present-day world. Some suggestions have been offered for the guidance of writers of children's literature. In the end some mention is made of the efforts of a publisher who has produced some good books for children.

00031

51. National Book Center of Pakistan. Bachchon Ki Kitabein (Children's Books) --- Lahore, National Book Center. 220p. 1973(U).

This is a bibliography of children's books published in Pakistan in Urdu language, currently available in the market. The bibliography contains information about 3400 titles arranged by subject. The list of subjects begins with novels and ends with professional books. The books are arranged under 25 subject headings. The largest number of titles come under the heading "Stories". Each entry contains the name of the author, name of the book, name of the publisher, size, pages, price, and mode of printing.

An author index is provided at the end, and a list of publishers is given for the convenience of intending purchasers.

PHILOSOPHY OF EDUCATION

52. KHALID, (Mrs.) Tanvir. Aristotle --- In: Education-An Introduction to Educational Philosophy and History, 56-60. Karachi. National Book Foundation. 1974.

The life of Aristotle is briefly traced. Aristotle is universally acknowledged as the greatest of all ancients. To Socrates and Plato, education meant the attainment of knowledge, which was a virtue by itself. With Aristotle, the aim of education was the welfare and happiness of the individuals. Aristotle also defined education as creation of a sound mind in a sound body. In his 'Politics' he has described the scheme of education for Greece. His scheme of education is discussed alongwith the method of education, and the organization and content of education proposed.

The contribution of Aristotle in the field of education is mentioned at the end.

00032

53. KHALID, (Mrs.) Tanvir. Education and Philosophy --- In: Education An Introduction to Educational Philosophy and History, 3-20. Karachi, National Book Foundation. 1974.

The term 'education' is explained, and the definitions given by Aristotle and Dewey are presented. The difference of formal and informal education is discussed. The term 'philosophy' is briefly explained and it is shown that educational philosophy is a branch of general philosophy, and to a large extent education is dependent upon educational philosophy. Philosophy formulates the aims and object of education which, in turn, influence the practice, the subjects of study, and the methods of teaching.

The formulation of the aims and objects of education comes within the purview of educational philosophy. Some aims of education are very general and others are limited and specific. The writer discusses some ultimate and approximate aims of education, which are: 1) the conservative or cultural aim of education; 2) progressive aim of education; 3) education for citizenship; 4) social efficiency as an aim of education; 5) vocational aim of education; 6) knowledge as an aim of education; and 7) personality development as an aim of education. At the end the objectives of education in Pakistan are briefly mentioned.

54. KHALID, (Mrs.) Tanvir. Ibne Khaldun --- In: Education - An Introduction to Educational Philosophy and History, 82-87. Karachi, National Book Foundation. 1974.

The life of Ibne Khaldun is briefly traced. Basically a historian, he was more than an educationist in the limited sense of the word. However, the last chapter in his 'Muqaddamah' includes his views about the problems of education and their solution.

For Ibne Khaldun, education consists of the intellectual and moral training through which latent potentialities are developed, traits of character are built, and the knowledge and culture of a people is transmitted from one generation to the other. The educational system of a society should be framed in accordance with the ideology of that particular society. His ideas on the content of education and the methods of teaching and discipline are discussed. In the end there is an assessment of his contribution in the field of education.

00033

55. KHALID, (Mrs.) Tanvir. Imam Ghazali --- In: Education - An Introduction to Educational Philosophy and History, 76-81. Karachi, National Book Foundation. 1974.

The life of Imam Ghazali is briefly traced, and his philosphy is discussed. He stands out as a pragmatist and a realist who emphasizes the materialistic as well as the spiritual development of man. Ghazali deplored the then prevailing practice of education, which laid too much emphasis on religious learning and neglected the teaching of subjects useful in practical life.

To him, the aim of education is the development of the character and personality of the learner. Imam Ghazali has divided the subject of studies into two categories, compulsory and optional. His views about the methods of education appear as modern as those of the present day educationists. He lays as much emphais on discipline as on the methods of education. What Imam Ghazali advocated several hundred years ago is now being tried and tested in the advanced countries of the world.

56. KHALID, (Mrs.) Tanvir. Iqbal: Philosophical Inspiration --- In: Education-An Introduction to Educational Philosophy and History, 151-158, Karachi, National Book Foundation. 1974.

The life of Iqbal is briefly traced. Iqbal was not only a poet, but also a great thinker. His poetry contains philosophic thoughts on various subjects including education. As a poet, Iqbal cannot be expected to provide definitive educational methods. He directs our attention to those fundamental principles of education which underlie all sound educational philosophies and practices. These principles are in many cases identical with those presented by modern educationists.

To Iqbal, education is a preparation for life and the development of the character and personality of the learner. This aim should be achieved through the active participation of the student in the process of education. This principle necessitates many changes not only in the theory, but also in the practice of education. For the student it means learning by doing and his active participation in the development of lessons.

00034

57. KHALID, (Mrs.) Tanvir. Johann Heinrich Pestalozzi-Psychological Movement in Education --- In: Education-An Introduction to Educational Philosphy and History, 108-117. Karachi, National Book Foundation. 1974.

The life of Pestalozzi is briefly traced. Pestalozzi was one of the forerunners of the psychological movement in education. His educational aims were, to a large extent, oriented by the importance of the child's interests and capacities. He emphasized that educational theory and practice should be based on the universal laws of human nature, and undoubtedly that was a psychological lead in the method of education.

The philosophy of Pestalozzi is discussed under the headings: 1) aim of education; 2) contents of education; 3) method of education; 4) responsibility of the teacher; and 5) conception of school. In the end it is mentioned that among educators Pestalozzi is one who presented many new ideas. Although Pestalozzi could not put them into practice, yet these ideas contributed a lot toward the improvement of the practice of education.

58. KHALID, (Mrs.) Tanvir. John Dewey-Pragmatism in Education --- In: Education-An Introduction to Educational Philosophy and History, 118-126. Karachi, National Book Foundation. 1974.

The life of John Dewey is briefly traced. Dewey is the most famous philospher and educationist of the twentieth century. Dewey worked out a theory of education in which people are taught to think, not just because thinking is good in itself, but because it serves as an instrument for solving their problems in a complex world. John Dewey defined education as the 'continual reconstruction of experience'. He preached that education should be understood as life itself. Dewey says that knowledge is always a means and never an end in itself. In short, it is purely instrumental.

The ideas of Dewey are discussed under the headings: 1) aim and concept of education; 2) content of education; 3) method of education; 4) teacher's role; and 5) conception of discipline. In the end it is pointed out that Dewey gave a new concept of education. His contribution in the field of education is immense.

00035

59. KHALID, (Mrs.) Tanvir. John Jacques Rousseau - Naturalist Movement in Education --- In: Education-An Introduction to Educational Philosophy and History, 91-107. Karachi, National Book Foundation. 1974.

The life of Rousseau is briefly traced. Rousseau was the leader of the Naturalistic Movement. This movement in education was a revolution in thought and practice. Rousseau was against the system of traditional or formal education.

Rousseau's philosophy of education is discussed under the headings: 1) aims and concept of education, 2) a new concept of the child, 3) interpretation of nature, 4) Emile, 5) developmental stages, 6) curriculum, 7) method of teaching, 8) education of women, and 9) role of the teacher. In the end mention is made of the contribution of Rousseau in the field of modern education.

60. KHALID, (Mrs.) Tanvir. Plato --- In: Education-An Introduction to Educational Philosphy and History, 43-55. Karachi, National Book Foundation. 1974.

The life of Plato is breifly traced. Plato attached greatest importance to the subject of education. In his treatises Republic and Laws, Plato has dealt with education in detail. The type of education that was current in Greece at the time can be easily traced from the writings of Plato. The aim of education, according to Plato, is the welfare of both the individual and the society. To him, education meant the good of the individual and the safety of the state.

Plato's philosophy of education is further discussed under the headings; 1) human faculties and social classes; 2) curriculum, 3) stages of life, and 4) women's education. At the end Plato's contribution in the field of education is briefly assessed.

61. KHALID, (Mrs.) Tanvir. Socrates --- In: Education-An Introduction to Educational Philosophy and History, 39-42. Karachi, National Book Foundation. 1974.

The life of Socrates is briefly traced. Socrates recognized that the education of ancient Greece did not meet the requirements

00036

of the new Greek period and the system of education of those days needed changes and modifications. Socrates believed that 'knowledge' was virtue. Knowledge guides the conduct, and by gaining knowledge man learns to live a virtuous life. Socrates thought that intellectual development was not possible through direct imparting of knowledge. The aim of education was to enable the individual to acquire knowledge by himself. Socrates emphasized that the knowledge that was derived from one's own experience was the basis of right conduct.

The influence of Socrates was two-fold. First, knowledge was considered very important for the proper art of living. Secondly, there came about a change in the method of education, and the lecture method was replaced by the Socratic method.

PSYCHOLOGY

62. KAZMI, Syed Shahid Husain. Fard Ki Nashonuma (Development of Individual) --- In: Ta'aleemi Nafsiyaat, 39-71. Lahore, Naseem Sons. 1973 (U).

The study of an individual's development at various stages of life is very necessary if we want to take full advantage of the knowledge of educational psychology. Every man passes through these developmental stages, and changes occur in his physical, mental, and emotional conditions. From the developmental point of view the life of an individual can be divided into four periods, 1) the period of infancy, 2) the period of childhood, 3) the period of adolescence, and 4) the period of adulthood.

The writer briefly traces the mental, physical, social, and emotional changes in each period and discusses the educational importance of these changes.

63. KAZMI, Syed Shahid Husain. Moassar Iblaagh (Effective Communication) --- In: Ta'aleemi Nafsiyaat, 232-260. Lahore, Naseem Sons. 1973 (U).

Communication is a process in which the communicator transmits some message to the recepient. There are three factors in communicatio, the communicator, the recepent, and the message. Communication is successful when the communicator is trustworthy,

00037

the message is sound the recepient has necessary knowledge and effective means are used. The means of communication include talking, writing, gesture, and drawing.

Attention plays a very important role in effective communication. The concept of attention is explained, and the conditions of attention are pointed out. The kinds of attention include passive attention, active attention, and secondary passive attention. These kinds are briefly explained, and followed by a discussion of the bodily attitude in attention. Other topics discussed include span of attention, duration of attention, fluctuations of attention and distraction.

64. KAZMI, Syed Shahid Husain. Nafsiyati Azmaishein (Psychological Tests) --- In: Ta'aleemi Nafsiyaat, 261-311. Lahore, Naseem Sons. 1973 (U).

Psychological tests help in the assessment of personality, natural aptitude, intelligence, and scholastic achievements of an individual. Psychological tests are based on scientific principles and are very popular today in the field of guidance and education. Standard Psychological tests require validity and reliability. The importance of Psychological tests cannot be denied. These tests help teachers to correctly judge the capabilities of students. This correct estimation of students' ability naturally helps in the imparting of the right type of education.

The kinds of Psychological tests include intelligence tests, aptitude tests, educational achievement tests, and personality tests. The writer has discussed salient features of all these tests in some detail.

65. KAZMI, Syed Shahid Husain. Rehnumai Aur Mushawarat (Guidance and Counselling) --- In: Ta'aleemi Nafsiyaat, 319-345. Lahore, Naseem Sons. 1973 (U).

Man requires help from others from the moment he is born. Thus, the process of guidance starts from the very beginning. Today guidance is an essential part of education.

The subject of guidance and counseling is discussed under the

headings: 1) meaning of guidance; 2) need and importance of guidance, 3) principles of guidance, 4) aims of guidance, 5) difference between guidance and counseling, 6) need of guidance and its related problems, 7) children needing psychological guidance, 8) kinds of information needed for guidance, 9) persons who provide guidance, 10) child guidance clinic, 11) staff of guidance clinic, 12) materials for guidance clinic, 13) gathering information and its use in guidance, and 14) diagnosis and cure.

66. KAZMI, Syed Shahid Husain. Shakhsiyat (Personality) --- In: Ta'aleemi Nafsiyaat, 72-85. Lahore, Naseem Sons. 1973 (U).

Personality consists of all physical, mental, emotional, social, and cultural attributes of a man. Personality is the complete picture of a man based on some natural factors, some mental attributes, and some particular qualities and character. The main factors that affect personality are: 1) heredity, 2) family, 3) poverty, 4) culture, 5) attitude of parents, 6) lack of extra-curricular facilities, 7) the cinema, 8) friendship with older people, 9) small and dingy houses, 10) conditions of school and class, and 11) social life.

The nature of personality is discussed in the light of the theories of famous psychologists. Mention is also made of the Greek philosophers who divided personalities into four categories, choleric, sanguine, phlegmatic, and melancholic.

67. KAZMI, Syed Shahid Husain. Ta'aleemi Nafsiyaat (Educational Psychology) --- In: Ta'aleemi Nafsiyaat, 9-38. Lahore, Naseem Sons. 1973 (U).

Psychology is defined as the science of human behavior, and educational psychology is that branch of this science which deals with behavior pattern with reference to education. The importance of the subject cannot be overemphasized. The subject mainly deals with: 1) special psychological methods of teaching different subjects, 2) teaching through audio-visual aids and modern equipments, 3) analysis of natural tendencies of children and their professional guidance, 4) different methods of grouping children, 5) the formation of harmonious relations between the teacher and the taught, 6) guidance to the solution of the daily problems of life, 7) development and educational care of extraordinary children, and 8) analysis and solution of teaching and learning problems.

The subject is further discussed in some detail under the headings: 1) aims of educational psychology, 2) importance of educational psychology, and 3) forms of educational psychology.

68. KAZMI, Syed Shahid Husain. Ta'allum (Learning) --- In-Ta'aleemi Nafsiyaat, 86-157. Lahore, Naseem Sons. 1973 (U).

The meaning of learning has been explained, and important attributes of learning have been discussed. There are four types of learning: 1) learning by trial and error, 2) learning by intelligence, 3) learning by imitation, and 4) learning through conditioned reflexes. These types have been briefly discussed. There are four laws of learning, namely, the law of exercise, the law of readiness, the law of effect, and the law of association. These laws are explained. The theories of learning discussed include: 1) stimulus response theory, 2) conditioned reflex theory, and 3) Gestalt theory of learning.

The factors that influence learning have been briefly discussed. The working of memory has been discussed under the heading of durability of learning. Transfer of learning has been explained, and conditions of transfer of learning have been pointed out. In the end the subject of character formation and values has been discussed.

69. KAZMI, Syed Shahid Husain. Zehni Sahet (Mental Health) --- In: Ta'aleemi Nafsiyaat, 209-231. Lahore, Naseem Sons, 1973 (U).

Mental health enables a man to adjust himself to his surroundings and conditions. Proper development of children can take place only when they are mentally healthy and physically fit. The knowledge of mental health helps in checking their mental diseases and curing them.

A child who is not mentally healthy is the prey of maladjustment. A maladjusted child requires a lot of guidance. The symptoms of maladjustment are: 1) seclusiveness, 2) truancy, 3) aggressiveness, 4) day dreaming, 5) negativism, 6) lying, 7) identification, 8) compensation, 9) projection, 10) rationalization, and 11) displacement.

00040

The causes of maladjustment may be internal or external. The external causes may be divided into family causes, social causes and educational causes. Similarly, internal causes may be divided into physical causes and mental cause. These various causes are briefly discussed, suggestions are given about the ways and means of helping and guiding the mentally abnormal children. At the end there appear categories of children who require guidance.

SPECIAL EDUCATION

70. KAZMI, Syed Shahid Husain. Ghair Mamuli Bachchay (Extra-Ordinary Children) --- In: Ta'aleemi Nafsiyaat, 158-208. Lahore. Naseem Sons. 1973 (U).

Children differ from each other physically, mentally, emotionally, and socially. In ordinary children these difference are not very marked, but extra-ordinary children differ greatly from ordinary children. This difference may be good or bad. The extraordinary children find it difficult to adjust themselves with ordinary children and, therefore, require special care and training.

There are many types of extraordinary children. The types the writer discusses are: 1) gifted children, 2) mentally retarded children, 3) physically handicapped children, 4) delinquent children, 5) speech-defective children, and 6) emotionally disturbed children. There is a discussion as to how these children should be dealth with individually in view of their special traits both mental and physical.

STUDENTS' PROBLEMS

71. BAQAI, M. Sabihuddin and SAMI, Ismail A. A new Trends in Student Community --- Dawn (Karachi) March 3, 1974.

At the moment three groups are operating in the University. They have emerged as a result of special condition existing in our society, they are: The Drifters, The Marriage-oriented, and the Political oriented. The Drifters, who include a large number of repeaters, are those who have no particular aim in view and while away their time in the Campus.

00041

The Marriage-oriented Group draws mainly on the fair sex, who enrol themselves only to improve their chances of marriage. The Politically-oriented Group's main aim is to enlist support for and get backing from out-of-the-Campus parties they owe allegiance to.

The Academic sub-culture is a way of life pursued by serious students. The Vocational Group generally takes the University for an institution which will help them secure the best of jobs.

72. HUSAIN, Akmal. Student Apathy: A Mode of Survival --- Pakistan Times (Lahore) February 10, 1974.

Students are frequently derided by teachers, parents, and society for their poor academic performance. Their lack of interest in academic work is taken as a reflection of a lack of intelligence or of irresponsibility. We hardly try to understand the students' apathy as a RESPONSE to the educational process itself. The students' apathy is in fact an affirmation of their will to survive as human beings. This is their instinctive and often unconscious resistence inherent in the teaching situation.

Apart from the teaching situation, we must also understand students' apathy as a quiet resistence to the "objectificative" that education in a capitalist society involves. 'Education' equips a person for material achievement by providing him with the necessary academic degrees. To say that apathy among students is due to their lack of intelligence or their ignorance is to shut our eyes from facts. The students may be inarticulate, but they are not ignorant. Being relatively isolated from the productive relations of our society, their sensibility is still human and alive. Therefore, when they enter the classroom with tense muscles and "switched off", minds, we must try to discover what it is that they are so instinctively shying away from.

TEACHER EDUCATION

73. Bureau of Education. Directory of Teachers Training Institutions in Punjab --- Lahore, Bureau of Education, Government of Punjab. 38p. 1974.

The directory contains information about all teacher training institutions in the province of the Punjab. The data have been

00042

classified into institutions for males and females. The directory also gives the details of the duration of the courses and the nature of degrees/certificates/diplomas awarded by these institutions. Mention is also made of telephone numbers and boarding facilities wherever they exist.

The directory is divided into nine sections dealing with: 1) institutions of education and research, 2) teacher training colleges, 3) technical teacher training institutions, 4) colleges of physical education, 5) training colleges for the teachers of the deaf students, 6) elementary teacher training colleges/institutes, 7) normal schools, 8) high schools with P.T.C. classes, and 9) in-service training centers.

TEACHERS

74. AHMAD, Nasim. Lecturaron Ka Mutalba (Demands of Lecturers) --- Nawai Waqt (Lahore) March 1, 1974 (U).

Nearly one and half years have passed since private schools and colleges had been nationalized. But the grievances of the teachers remain unredressed. While explaining the background of nationalization, the government had assured the teachers that their grievances would be looked into dispassenately, and the injustices that they had suffered at the hands of private managements would be rectified. This assurance by the government encouraged the teachers to assume that they would be treated at par with the government teachers. The demands of these teachers are now as under: 1) Seniority lists of lecturers, Assistant Professors, Associate Professors, and Professors should be prepared separately, 2) Fixation of pay, annual increments in pay, and the payment of other dues should be given top priority, 3) All the rules and regulations that govern Government Colleges should also be applied to nationalized colleges. Teachers should be given the National Pay Scale. All these demands are genuine and deserve the creful attention of the government.

75. HUSAIN, Bashir. Teachers' Pay --- Pakistan Times (Lahore) March 12, 1974.

The fallacy of estimating the merit of a teacher on the basis of the division obtained by him in the Master's examination is

00043

indisputable. It is a well-known, fact that lecturers holding second class or first class M.A. degrees do not necessarily prove better teachers than those having a third division. More often than not, the latter have given better performances. On the one hand, it is the avowed policy of the present government to do away with class distinctions in all spheres of social life; on the other, some bureaucrats seem bent upon retaining the outdated system with its invidious distinctions. They are trying to create frustration among the teachers. After all, it is difficult to say what second division means? It once meant 50 per cent or slightly more marks obtained in the examination. Then this ratio was reduced to 45 per cent. Thus, many third divisioners found themselves overnight elevated to second division. This obviously does not mean that they became better teachers.

76. HUSAIN, Syed Sajid. Moallim (Teacher) --- In: Ta'aleem Aur Tariqae Tadrees, 471-520. Karachi, Kifayat Academy. December, 1973(U).

We cannot ignore the role of teacher in the process of teaching. In spite of all progress and modern techniques, the role of the teacher is still indispensable in education. He transmits experiences and knowledge from one generation to the next.

The subject of teacher is discussed under the headings: 1) teacher's place and importance in teaching, 2) personality of the teacher, 3) characteristics of a good teacher, 4) teacher education program, 5) in-service professional growth, 6) means of professional growth, 7) professional code of ethics, 8) teacher and student relationship, 9) relationship between the teacher and the student, and 10) teacher and community contact.

77. RIYAZ, Mirza. Nizam-e-Ta'aleem Aur Ustad Ki Ilmi Iste'daad (Education System and Teacher's Academic Qualifications) --- Imroz (Lahore) March 27, 1974 (U).

The decreasing pass ratio of examinations every year has become too serious to be ignored. The change in syllabus will not raise the standard of education. Although there are many reasons for the deterioration, one of the main causes is the appointment of the teachers who are definitely unfit for this important job.

00044

Whatever, the system of education may be, the role that a teacher plays is vital. It is the teacher who can either raise or degrade the standard of education. At the moment, majority of teachers lack the required qualifications for teaching. In order to safeguard their services, they prevailed upon the Teachers' Association to recommend those in permanent cadre who have served for four years or more. The Association had to bow down to the proposal, and the government also conceded their demand. The opinion of the Public Service Commission was conveniently avoided. Thus, the virus of corruption crept into education. This trend has gained momentum after the nationalization of schools and colleges.

TEACHING METHODS AND MEDIA

78. AZIZ, Sirajuddin. Education Thru. T.V., Radio --- Daily News (Karachi) January 4, 1974.

The education system of Pakistan has been completely revolutionized by the new education policy. The Government has always stressed that the new education policy is aimed at producing large number of doctors, engineers, MBA's and CA's instead of armies of clerks in our country.

There has always been lack of planning in our educational system. The present Government, however, has taken on itself the onerous task of eradicating illiteracy through "Literacy Crusade". As the network of our radio and television is fast expanding, we have to promote educational programs on these mass media and thus raise the percentage of literates in our country. The functions of radio and television in a developing nation can be divided into four broad categories: 1) News, 2) Entertainment, 3) Education, and 4) Advertising. Our TV and radio in the past years have not paid much attention to the education side. These facilities should be put to educational use, as otherwise it is impossible to take large number of students to distant places for field trips in geography and other such subjects.

79. HUSSAIN, Syed Sajid. Sabaq Ki Tanzeem (Lesson Planning) --- In: Ta'aleem Aur Tariqae Tadress, 131-202. Karachi, Kifayat Academy. December, 1973 (U).

A lesson may be defined as a series of learning experiences

00045

which occur in a single block of time on a particular day.

The subject of lesson planning is discussed under the headings: 1) who to plan and how to plan lesson, 2) importance of lesson planning, 3) principles of good lesson planning, 4) basic requisites of lesson planning, 5) functional use of various steps, 6) Herbertain steps of teaching, 7) lessons and their kinds, and 8) characteristics of a good lesson plan. Some examples of lesson planning are presented for the guidance of the teacher.

80. HUSAIN, Syed Sajid. Ta'aleemi Samaan-o-Tadreesi Imdadi Ashia (Instructional Materials and Teaching Aids) --- In: Ta'aleem Aur Tariqae Tadrees, 409-471. Karachi, Kifayat Academy. December 1973 (U).

The most important instructional material is textbook. It is the basic tool of learning and teaching. The importance of textbook is briefly discussed. The topic of textbook is further discussed under the headings: 1) textbook as the focus of teaching, 2) principles and characteristics of a good textbook, 3) principles of the use of textbook, 4) contents of textbook, and 5) formation of the textbook. Some mention is made of collateral reading also.

Along with textbooks, there are other teaching aids which are used by the teacher for imparting knowledge. The need and importance of teaching aids in education is discussed. There are three types of teaching aids: 1) visual aids, 2) audio aids, and 3) audio-visual aids. The significance, use, and importance of various aids are discussed in some detail.

81. HUSSAIN, Syed Sajid. Tadrees Aur Uskay Usool-O-Zawabit (Principles and Techniques of Teaching) --- In: Ta'aleem Aur Tariqae Tadrees, 63-130. Karachi, Kifayat Academy, December,1973(U).

Teaching is a process of presenting the subject matter in an orderly and psychologically acceptable form. Some definitions of teaching are presented and the difference between teaching and instruction is explained. There is also a discussion on formal and informal teaching. The essential principles or requisites of good teaching are motivation, activities, and interest. A detailed explanation is given of these three factors of teaching.

00046

Modern techniques of teaching are now used to make teaching more effective. Some of the techniques on which majority of scholars agree include questions, cooperative activities and discussion, and panel discussion. These techniques are briefly explained. General principles of effective teaching and learning are mentioned, followed by a study of the various techniques of teaching.

82. HUSSAIN, Syed Sajid. Tariqa Hai Tadrees (Methodology of Teaching) --- In: Ta'aleem Aur Tariqae Tadrees, 303-408. Karachi, Kifayat Academy. December, 1973 (U).

The methodology of teaching is defined and its importance is pointed out. Methods are actually means to achieve the aims of education. All methods of education fulfil some educational aims and help in building the personality of the students.

The different methods discussed in the chapter are: 1) individualized instruction, 2) group instruction and teaching, and 3) class instruction. Definition of each method is given and various principles governing it are discussed. Under "individualized instruction" the writer discusses education schemes of the kindergarten method, the Montessori method, and the Dalton plan. Under "group instruction" the schemes discussed include problem solving method, project method, and Gary method. Under "class instruction" the writer discusses the demonstration method, the story telling method, and the lecture emothod. All these different methods are discussed in detail, highlighting their good and bad points, and with some comparative study.

TECHNICAL EDUCATION

83. KHALID, (Mrs.) Tanvir. Technical Education --- In: Education-An Introduction to Educational Philosophy and History, 217-224. Karachi, National Book Foundation. 1974.

Technical and vocational education has always been neglected in our educational system. In 1959 the Commission on National Education had recommended strongly that vocational and technical education be made an integral part of our educational system.

00047

The new education policy also aims at providing a comprehensive program of studies through the integration of general and technical education.

With the progress of modern sciences and industry, technical education has assumed utmost importance for the development of the country. It is necessary to have manpower trained in wide range of skills to develop and maintain an industrial community. This range of skills can be classified into four categories. The education program of these four categories is briefly discussed. Some mention is made of the need of vocational guidance as well as of qualified teachers in large numbers.

84. RASHID, M.A. The Problem of Technical Education in Pakistan --- In: Main Currents of Contemporary Thought in Pakistan, 113-119. Karachi, Hamdard Academy. 1973.

Pakistan, in its efforts to hasten its economic growth through industrialization, modified its traditional education system be establishing institutions for technological and technical education and creating institutes for the training of technical personnel. Today, more than everbefore, it is imperative to narrow the technological gap existing between Pakistan and the industrialized countries of the world.

The categories of industrial requirements for technical personnel are of three distinct and different types: 1) semi-skilled and skilled labour in a particular trade, 2) technicians variously designated as supervisors, foremen, engineering salesmen, etc., and 3) engineers. In view of the disparate nature of the functions of these three categories of personnel required by the industry, their training and education are carried out in three distinct types of institutions. Some details are provided in this regard. These institutions are described in some detail, and the problems that beset the development of technical education in this country are discussed.

TEXTBOOKS

85. RASHID, Safia. Jamia Ka Book Bank(University Book Bank) --- Mashriq (Karachi) January 29, 1974 (U).

We understand that the Book Bank of the University will start

00048

lending books to students from January. This is rather strange, because the curriculum year starts from early December. The delay is not understandable. Paucity of books on science has already become a serious cause of annoyance for students. Moreover, students with Urdu medium are running from pillar to post in search of Urdu books on the related subjects. For example, good books on economics are hardly available in Urdu. Standard books on economics are of course, available in English, but majority of students cannot understand their contents. Standard books on various subjects should, therefore, be translated in Urdu as early as possible. The success of the semester system depends chiefly on the availability of books. This problem needs immediate attention both by the Government and the university authorities.

WOMEN'S EDUCATION

86. SULEMAN, Rashida. Girls' Education --- Morning News(Karachi) January, 15 1974.

The extent of educated unemployment among the male population has already become a serious problem. This situation demands the formulation of a separate system of education for the girls, with subjects and curricula related to their future role in society. Their curricula should include subjects like Meal Management and Food Preservation, Nutrition, Biology and Bacteriology, Home Nursing, Home Management, Child Development, Family Clothing and Household Textiles, Home Economics, Household Physics, Psychology and Child Guidance, etc. This problem can be solved easily, if the government gives due importance to girl education.

Here are some suggestions: 1) Arrangements for the teaching of Home Economics should be made in Girls colleges that have no provision for the teaching of this subject,, 2) New colleges of Home Economics should be established in the cities, 3) Present colleges of Home Economics in Karachi and Lahore should be upgraded to the status of universities for research in the related subjects, 4) The general education system should be abolished gradually in girls colleges.

00049

GENERAL

87. HAQ, Faiza. Must the Laggard Be Ignored, Despised? --- Morning News (Karachi) March 1, 1974.

Our teachers never bother to think what happens to the shy and laggard 20% of the class that invariably fails or gets poor marks or to find out the reason for the sub-standard performance. They remain too busy praising their pets and proteges and giving them the extra marks for diligence. They "give up" the case of the student who comes to class late as a rule, and spends his time gossiping in the back row. He is condemned as sub-normal, indolent, inadequate and simply undesirable. His reports and results are treated with contempt and indifference. The shy retiring child keeps away from the extra-curricular activities out of sheer lack of confidence.

Teachers and parents often have neither the inclination nor the desire to look into the matter. Despite the semester system, regular work is not always encouraged. Very often teachers roll out notes without the necessary questions and quizes in class, feeling they have done theri duty.

88. JOYA, Zaheer Ahmad. Shoba-e-Tadrees Zawalpazeer Hai (Teaching Is on Pecline) --- Nawa-i-Waqt(Lahore) March 2, 1974(U).

The system of education and teaching in our educational institutions has become outmoded. Teachers are the backbone of any educational system. But unless they are given a respectable status in society, they would continue to remain silent spectators. Teachers apart, the present syllabus has also had its share in lowering the standard of education in the country. Teachers have no say in the framing of the new syllabus. It is unfortunate that the general standard of the students is not kept in view while preparing the syllabus. Students begin to turn to unfair means in the examination hall and try to get through the examinations by hook or by crook. When the students know that they can pass the examinations and get the degree by resorting to unfair means, they lose both respect for the teachers and love for their books. Therefore, while framing new syllabus, teachers should also be consulted.

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89. KHAN, Begum Raana Liaquat Ali. Diligence, Hardwork Vital for Our Survival --- University Gazette(Karachi) V(5-7):3-4). 1973.

This is the address of the Chancellor of the Karachi University delivered at the convocation held in May 1973. The need for change in the educational setup of the country is emphasized. In fact, change is the order of life, and rapid change being a normal thing in advanced societies, the educational plans in advanced countries are being constantly altered for the changing society. For a long time our educational system has been static. Very little was done to evolve a sound education suitable to the country's needs. It is heartening that the government has now taken a positive step to evolve a new pattern of education that would meet our needs and requirements.

The outline of the new education pattern and its objectives are briefly pointed out. At the end there is an appreciation of the progress of the Karachi University in the field of research.

EXAMINATIONS (SPECIAL SECTION)

90. AHMED, Sultan. Imtehannat Aur Talaba (Examinations and Students) --- Nawai Waqt (Lahore) February 12, 1974 (U).

One of the aims of examinations is to assess the intelligence of a student and the teaching capacity of a teacher. Hence, examinations are inevitable.

The inherent defect in our system of examinations is that it rides over syllabus. The first objective of the educational institutions is to show better results by turning out the maximum number of passes. So the students care only for those lessons which seem important to them from the point of view of examination. Even the teachers teach only certain "important lessons". The habit of memorizing, guess papers, and notes is spreading fast among students.

00051

91. AKBAR, Mohammed. Examination System --- Pakistan Times(Lahore) February 5, 1974.

The decline in the standard of education is attributable to the existing system of examination. The present system has worked well so long as malpractices in examinations had not taken root. The system has not failed; the men running the system have failed. Now, the students ignore their studies, run after guess papers, approach and even force the teachers to extract undue benefits. The examiners are also ready to 'help' the interested parties. Irregularities in examination halls, not without the knowledge of the examining bodies, worsen the situation. So long as our students are ready to adopt unfair means, and our teachers are no longer unapproachable, no good can be expected by switching over to the system of internal evaluation. The students will pamper their teachers throughout the year for better awards, and the teachers will try to advance in their career by showing better 'results'.

92. HASHMI, Khalid Mahmud. Semester System Ka Nifaz (Introduction of Semester System) --- Imroz (Lahore) February 11, 1974 (U).

Students belonging to colleges and universities throughout the country have been demanding the introduction of semester system. They are justified in their demand. The Government have accepted their demand in principle and are examining all the aspects of the system.

This system has been introduced on an experimental basis in the departments of Administrative Science and Business Administration of the Punjab University. The Karachi University has also introduced this system in different departments. It is hoped that sooner or later this system would be introduced in all the universities, their affiliated colleges, and other educational institutions.

One important point has however, to be taken into account while introducing this system in our universities. The increasing pressure of scholars has to be lowered. At the moment there are not fewer than fifty students in every class of the Punjab University and its affiliated colleges. Moreover, two shifts have been introduced in most of the departments because of the paucity of teachers. There are departments which have no library of their own. Where there is a paucity of teachers, the unemployed highly qualified people should be employed to fill the gap.

00052

93. HUSAIN, Itrat. Semester System --- Morning News (Karachi) March 13, 1974.

The semester system has proved a complete failure. The students were given to understand that the new system would reduce the expenditure and bring about a substantial reduction in examination fees. But no such reduction has come, and the students have to pay the examination fees twice a year. It is difficult to understand why the students are required to pay examination fees when a system of internal examination has been introduced.

It is said that two-thirds of the total amount of examination fees collected from the students would be paid to the teachers as their remuneration. It is strange that even under the semester system the teachers should charge the grading fee for the work that is part of their duty. No grading fee is paid to teachers in the Islamabad University where the semester system is in force. However, if the university authorities insist on paying grading fee to the teachers, they may tap some other funds.

94. HUSAIN, Nayyar. Semester System --- Dawn (Karachi) March 28,1974.

The semester system has been introduced quite recently. As it requires more and harder work from the students who have never known what hard work means, feelings against it are running high. If a student copies a tutorial, it will not be the fault of the semester, but of the student himself. From the results of the questionnaire it can be easily concluded that most of the students who come to the University want to get a degree with the minimum possible effort. It took us twenty-seven years of independence to realize that the previous system of annual examinations was ineffective. Now we should give the semester system at least one or two years' trial, if not of twenty-seven years. A beginning has to be made somewhere and some time.

95. HUSAIN, Tajammul. Semester Sistam (Semester System) --- Hurriyat (Karachi) March 19, 1974 (U).

The semester system has not been introduced so far in the colleges and the university of Karachi. The main object of this system is to enable each student to put his heart and soul in the prescribed and reference books. With this end in view, the library of the university must be equipped with books. The most common

00053

complaint of the students is the non-availability of books. If this situation persists for long, most of the students would either fail or get lower class. This is the main reason why a fairly large number of students look at this system with disfavour.

96. JAVED, S.M. Imtehan Ka Naya Tareeqa(New Method of Examination) --- Mashriq (Karachi) March 17, 1974(U).

A committee of experts of the Federal Ministry of Education is examining plans to change the system of examinations up to class IX throughout the country. According to the proposals, annual examinations in all the schools up to class IX would be abolished, and the criteria of promotion to higher class would depend on the performance of tests in the class, participation in extra-curricular activities, aptitude of the students, and their overall interests. Under the new system there would be no such thing as failure for any student up to class V. Special attention would be given to those who are weak in any subjects. One of the glaring defects in the present system of education is that it lays more stress on the process of examinations than on the intelligence of a student. The result is that majority of students get through the examinations either with the help of guide books or recommendation. The new system is welcome inasmuch as it seeks to reverse the priorities.

Paying special attention to the handicapped students is a commendable step, but the question is whether this would be feasible in view of the paucity of teachers in our educational institutions. To make the semester system a success, one teacher is required for every ten students. At present, the strength of every class in our schools is at least seventy.

97. KALIM, M. Siddiq. A New Examination Pattern --- Pakistan Times (Lahore) January 20, 1974.

All agree that the old system of education has failed. The reasons for this are well known. The most important of these is, on the one hand, the failure of the teacher to motivate his student and on the other hand the incapacity of the student to be motivated. A new educational system must therefore be able to create adequate motivation so that the educated take

00054

to learning in earnest. Motivation will partly be provided by relating knowledge and information to the real life situations and manual work at least at the lower stages, where the student is still not able to move very far from the concrete and the sensory. Partly it will come from the overall climate inside and outside the school and college. But only a proud and dedicated teacher can bring this about. Such a teacher, unless he is also pragmatic in his approach, will be frustrated by the lack of response from the student.

At school it should not be difficult to achieve good results if the teacher adopts the right methods. More or less the same pattern could be followed at the Intermediate level. Evaluation of assignments and examination scripts too has to be handled scientifically.

98. KAZMI, Syed Mohammed Anwer. Punjab Kay Sanuvi Ta'aleemi Bordon Say (To Punjab's Secondary Education Boards) --- Nawai Waqt (Lahore) March 5, 1974 (U).

Only the Head Masters of High Schools belonging to the school cader are consulted and heard while framing the policy of the three Secondary Boards of the Punjab and holding examinations. The teachers have no say in the matter, although senior English teachers are regarded as the backbone of secondary education. It would be in the fitness of thin s if all classes of teachers are represented before the Board in proportion to their numbers.

It has been found that Head Masters of High Schools do not cooperate with the Secondary boards. If the Head Master of any school is not appointed Superintendent of examination he refuses to allow the Board to use the school building for the purpose of examination.

99. KHAN, Maqbool. Semester Sistam Aur Private Talaba (Semester System and Private Students) --- Jang (Karachi) March 30, 1974 (U).

The educational system which has been with us for the last twenty-six years has become outdated and defective. The Karachi University have done well to introduce the semester system from the current academic year. But a big snag in this system is that private students, whose number is increasing constantly,

00055

are to be examined under the old system. As a result, the students who pass under the semester system will have an advantage over private students in their practical life. This prospect has, therefore, given rise to a sort of bickering among the private students. These students who earn their livelihood and study privately at the same time will be forced to give up their studies if no suitable arrangements are made. It will be a great tragedy if the authorities fail to make any alternative arrangement.

100. KHAN, Musarrat Ali. Examination System --- Pakistan Times(Lahore) February 13, 1974.

For effective internal assessment the pre-requisites are: better-trained teachers, a reasonable teacher-pupil ratio, good libraries, and sufficient educational facilities. Unless our teacher is trained in the art of creating an environment in the class that stimulates the acquisition of knowledge and the student's curiosity, complete reliance on internal assessment may do more harm than good. Our class-rooms are over-crowded, and in many cases the teacher does not even know the names of all his students.

Secondly, for creative and original work, our students need a good reference library. Few of our schools and colleges have a library worth the name. To improve their evaluation system, the examining bodies may start issuing certificates, giving both internal and external awards side by side, in each subject for those who wish to appear for a public examination. Others may be satisfied with the school/college-learning certificate giving internal awards only. In this way, the public examination will no more be compulsory for every student.

101. KHAN, Safia Rashid. Semester Sistam Kis Liye (Why Semester System) --- Akhbar-e-Khwateen (Karachi) 19-25 January, 1974(U).

Under the semester system availability of books and relevent reading materials have assumed first priority. But at present there is a dearth of textbooks in the market. A university library cannot provide books to each and every student. Beside this, the ever increasing number of students in a department will make the success of this system doubtful.

To make the semester system successful, both the teacher and the student will have to be sincere to themselves and to each other. Regular seminars should also be arranged. Till books are made available, the teachers should provide the material of important lessons and chapters to the students through cyclostyled exercises.

102. SHAH, Syed Sher. Semester Sistem(Semester System) --- Hurriyat (Karachi) March 2, 1974(U).

In the zeal for introducing the Semester System in the University of Karachi, some educationists argue that since system is working successfully in the United States, it would automatically succeed in Pakistan. This argument is untenable because every country has its own social and cultural frame of society. Pakistan is a developing country, while the United States is a developed one. The Semester System in the United States is related to the mental faculties of the students, the number of books available in the libraries, and the purchasing power of the students. This apart, millions of dollars are spent each year on providing financial help to the students and on purchasing new books for the libraries.

In Pakistan, however, this system has yielded deplorable results. Even the teachers are of the opinion that the Semester System has proved more ineffective than the old system. The result of the Test in different departments show that at least 80% students have copied the answers from their books.

The condition of the Karachi University Library is also deplorable. It would have been better if the Semester System had been introduced by stages. However, if we want to make the Semester System a success, the present budget of the University should be increased at least fivefold.

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00057

WRITERS' INDEX

ABDI, Narjis Fatima, 25

ADEEB, Mirza, 26

AFFENDI, Nadir Husain, 25

AHMED, Jamil, 4

AHMED, Nasim, 38

AHMED, Sultan, 46

AHSON, Syed Akhtar, 2

AKBAR, Mohammed, 47

ALI, Asghar, 3

AZIZ, Sirajuddin, 40

BAQAI, M.Sabihuddin, 36

BHATTI, N.A., 8

CHANNA, Yar Mohammed, 4

CHOWDHURY, Sultan Ahmed, 9

GHORI, Zebun Nisa, 9

HAIDER, Mustafa, 13

HAMID, Shaikh Abdul, 10

HAQ, Faiza, 45

HASAN, Syed Masood, 11

HASHMI, Khalid Mahmud, 23,47

HUSAIN, Akmal, 37

HUSAIN, Bashir, 38

HUSAIN, Itrat, 48

HUSAIN, Mahmud, 16

HUSAIN, Nayyar, 48

HUSAIN, Syed Sajid, 4,6,39,40,41,42

HUSAIN, Tajammul, 48

IQBAL, Shaheen, 14

JAVED, S.M., 49

JOYA, Zaheer Ahmed, 45

KALIM, M.Siddiq, 22,50

KARDAR, A.H., 11,17

KAZMI, Syed Mohammed Anwer, 51

KAZMI, Syed Shahid Husain, 32,33,34,35,36

KHALID, (Mrs.) Tanvir, 15,17,19,20,21,22, 27,28,29,30,31,42

KHAN, Begum Raana Liaquat Ali, 46

KHAN, M.A., 1

KHAN, Maqbool, 51

KHAN, Musarrat Ali, 52

KHAN, Rahim Bakhsh, 12

KHAN, Safia Rashid, 52

KHURSHEED, Abdus Salam, 18

MAJEED, Raja Abdul, 16

MANSOORI, Mujahid, 12

00058

MASUD,Khwaja, 7

MUNEMUDDIN,Miss, 13

NAJFI,Abdul Qadeer, 5,24

NAWAZ,Chowdhury Mohammed, 21

QADRI,M. Afzal Husain, 7

QURESHI, Mohammed Arshad, 18

RAHIM,Farooq, 2

RASHID,M.A., 43

RASHID,Safia, 43

RIYAZ,Mirza, 39

SAHAFI,Khalil, 14

SAJID,Mohammed Sajjad, 23

SAMI,Ismail, 36

SHAH,Syed Sher, 26,53

SIDDIQI,Marghoob, 5

SIDDIQ,M.A., 2

SULEMAN,Rashida, 44

TEBBE,R.F., 8

ZUBAIR,Hamid J., 6

.0.0.0.

00059